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ABSTRACT

This handbook offers pre-planning (before school opens) guidelines for elementary school teachers. Outlines contain suggestions for considerations in the areas of: (1) facilities, personnel, and services; (2) district and school rules, procedures, and policies; (3) individual students; (4) instructional resources; (5) community resources; (6) room arrangement and decoration; (7) discipline, control, and management; (8) classroom routines and procedures; (9) class lists/rosters; (10) communicating with home and pupils; (11) preparing a folder for substitute teachers; (12) class celebrations; (13) organizing materials; (14) plans and schedules; and (15) pupil assessment. A sample long-range plan for reading instruction is included. (JD)

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BEFORE SCHOOL STARTS:

A HANDBOOK FOR THE INEXPERIENCED ELEMENTARY SCHOOL TEACHER

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I. INTRODUCTION

Beginning the school year properly is the most important thing you'll do all year! Teachers who prepare adequately before school begins and who begin teaching with confidence, organization, and authority not only enjoy teaching more and have better behaved pupils than other teachers but their pupils learn more.

The credit for this handbook goes to the several hundred Kansas teachers and principals who voluntarily responded to our request for suggestions. Because of their sincere interest in the education profession, hundreds of beginning teachers will now be better prepared to begin the school year.

Several words of caution are in order. We don't expect you to be able to do everything suggested in this book. Nor should you expect yourself to do even most of these suggestions. Choose the ones most essential to you in your situation--and do them well.

Second, these are only general suggestions, not specific requirements. Therefore, adapt them to your particular situation; don't try to implement them exactly as stated.

And third, realize the enormity of the task of beginning the school year properly. Set your priorities, organize your time, do what you can, and recognize you can't do it all. If you don't have this perspective, you will feel unduly pressured and overwhelmed.

GOOD LUCK!

II. BECOMING ACQUAINTED

A. Facilities, Personnel and Services

1. Become acquainted with the school building and grounds.

   a. Rooms of special classes--music, remedial reading, speech, therapy.
   b. Store rooms.
   c. Recess plan areas.
   d. Duplication facilities.

2. Meet as many fellow teachers as possible, particularly those at your own grade level.

   a. Drink coffee together.
   b. Go out to lunch together.
   c. Visit rooms.
   d. Ask questions.

3. Learn about special personnel within the school.

   a. Remedial reading.
   b. Vocal/instrumental music.
   c. Physical education.
   d. Art.
   e. English as a second language.
   f. Speech therapy.
   g. Special education.
   h. Library/media center.
   i. Paraprofessionals/teacher aides.
   j. Nurse.

4. Learn about central office personnel and services.

   a. School psychologist.
   b. Reading resource teacher.
   c. Outdoor education coordinator.
   d. Media director.
   e. Materials resource center director.

5. Learn about schedules, referral procedures, or availability of services for personnel listed above. If there is a media catalog available, obtain it.

6. Become acquainted with staff members.

   a. Secretaries
   b. Custodians.
   c. Cooks.
   d. Bus drivers.

7. Learn about special school services for disadvantaged students.

   a. Medical or dental help.
   b. Clothing distribution.
   c. Weekly Reader subscriptions.

8. Become familiar with your classroom.

   a. Examine and inventory available materials. Resupply if needed.
   b. Determine storage areas. Put materials from each subject in a separate area.
   c. Decide on location of desk, bookcases, display tables, room library, record player, etc.

B. District and School Rules, Procedures, and Policies

1. Learn exactly what your responsibilities and duties will be.

   a. Playground duty.
   b. Lunchroom duty.
   c. Lunch money.
   d. Bus loading/unloading
   e. Open house.
   f. PTA meetings.
   g. Committee membership.

2. Determine the availability of paraprofessionals or teacher aides. If some are available or if you qualify because of a large enrollment, it is essential that you decide how best to use them. Consult the principal or several experienced teachers for suggestions.

3. Learn standards of behavior for building, halls, restrooms, lunchrooms, playground, bus, etc., including dress code.

4. Become thoroughly familiar with school procedures and policies concerning students such as the following. These may be included in a school or district handbook. Obtain one and familiarize yourself with it.

   a. Fire and tornado drills.
   b. Reporting absences and attendance.
   c. Handling student illness or injury during school.
   d. Daily schedule (lunch, dismissal, etc.).
   e. Use of tools and equipment.
   f. Discipline--what is prohibited, what is permissible, and, under what conditions.
   g. Weekly newsletters to parents.

5. Learn about school procedures concerning teachers such as the following. (These may be in a school or district handbook.)

   a. Unexpected illness
   b. Personal leave (medical or business reasons).
   c. Room parties.
   d. Room helpers (mothers).
   e. Field trips (how many, school provided transportation, permission, etc.).
   f. Funds for materials and projects.
   g. Teacher aides.
   h. Faculty meetings.
   i. Use of office telephone.
   j. Mail delivery.
   k. Lesson plans.
   l. "Chain of command" to follow in case of complaint.
   m. Records to be kept, forms to be filed, etc.
   n. Handling money.
   o. Lost and found.

C. The Children

1. Study the cumulative records for each child.

   a. Make a frequency distribution of achievement in areas such as reading and math.
      (1) Use standardized test scores and/or date on level of book completed.
      (2) Note range, mean, and composition of class. Use this data to tentatively answer questions such as:
      Is the group about average in reading (math, spelling, etc.)?
      Will grade level texts be appropriate?
      Is there a larger than expected number of high or low achievers?
      Do there seem to be some tentative groups for reading and other curricula areas?
      (3) Consider these data as "indicators," not "absolutes"!
   b. Study each child's folder.
      (1) Study the photographs; try to learn names.
      (2) Learn about family/home situation. Note names of parents/guardians. Don't assume same last name as child's.
      (3) Note any outstanding strengths, weaknesses, interests, capabilities, etc., both academic and non-academic.
      (4) Record birthdays on room calendar.
      (5) Notice if child was in any special programs--LD, speech therapy, gifted, EMR.
      (6) Note any health, physical, medical, or learning problems.
      (7) Note any mainstreamed children, the subjects they will be in your room for, etc.
      (8) Determine if there are any children who, for religious reasons:
         (a) Cannot participate in some school activities or have some restrictions on them. (Some religions don't take part in the flag salute; some don't use medical services or physicians; some don't observe the religious aspect of Christmas, etc.)
         (b) Will participate in some religious holidays or activities that most other children won't such as Yom Kippur and Passover (Jewish), Ramadan (Muslim).
   c. Talk with children's former teachers.
      (1) Classroom.
      (2) Special education.
   d. Talk with building principal.
      (1) About children in general.
      (2) About specific children.
   e. Cautions.
      (1) Try to be objective; try not to form negative opinions about children. Consider each child capable and special and give them many opportunities to prove themselves.
   f. Prepare a file folder for each child in which to keep room records, samples of child's work, other information.

D. Instructional Resources

As early as possible (during the summer) start to familiarize yourself with all assigned and available instructional resources.

1. Examine any curriculum guides to learn:

   a. General and specific instructional goals.
   b. Instructional topics.
   c. Scope and sequence of skills for curricular areas.
   d. Suggested instructional activities.

2. Obtain and study copies of all assigned and available pupil textbooks and workbooks and/or teacher's guides to learn:

   a. General and specific instructional goals.
   b. Subject matter to be taught.
   c. Suggested and possible instructional strategies and activities.
   d. Your own and texts' strengths and deficiencies.
   e. Manuscript and/or cursive letter forms to be used.
   f. Possible games, devices, visual aids, learning centers, bulletin boards, and ditto sheets that you could make.
   g. Available tests.
   h. "Breadth" of suggestions--remedial, enrichment, review.
   i. Possible overlap or integration of curricular areas.

3. Learn what supplemental resources are available.

   a. Commercial ditto masters accompanying textbooks. Duplicate some for use the first several weeks.
   b. Library and/or media resources appropriate to topics for first several weeks. Order or reserve several.

E. Community Resources

1. Learn about resources in the community which can enrich your learning experiences.

   a. Museums and historical sites.
   b. Places of business that give tours such as banks, grain elevators, industries, post office, dairies, orchards, airports, lumber yards, grocery stores, water plant, newspaper.
   c. Organizations such as historical societies, Chamber of Commerce, etc.

2. Learn about people in the community who can provide special services.

   a. Talents and hobbies.
      (1) Weaving.
      (2) Rock collecting.
      (3) Unusual pets.
      (4) Arts and crafts.
      (5) Amateur radio.
   b. Information.
      (1) Photos/movies of other countries, souvenirs and memorabilia, etc.
      (2) Vocational knowledge: mechanics, accountants, florists, salespersons, masons, equipment operators, meteorologists and others.

3. Ask fellow teachers/administrators, parents, neighbors, and others.

   a. Get responses in writing. Compile list.
   b. Survey parents when children enroll. Ask about their own resources and what they'd recommend. Use a prepared questionnaire.

4. List tentative classroom visitors and field trips.

   a. Coordinate these with major curricular topics.
   b. Determine school policy on number of field trips permitted a year, transportation, adult sponsors, other details.

III. CLASSROOM ENVIRONMENT

A. Room Arrangement and Decoration

1. Determine room arrangement.

   a. Location of teacher's desk.
   b. Arrangement of pupils desks.
      For an inexperienced teacher, traditional rows for the first few weeks may best create an atmosphere most conducive to the fewest number of discipline problems.
   c. Location of and kinds of centers.
      (1) Reading table (group instruction).
      (2) Reading center (independent reading).
      (3) Learning centers, if any.
      (4) Classroom library.
      Note about use of centers. Most experienced teachers caution NOT to use centers the first week or so until teacher control has been established.
   d. Make sure the arrangement will work from week to week even though centers and special projects may change.

2. Search school for any extra furniture needed, e.g., desks for centers, table for science display, stand for plant, bookcase(s), room divider, portable chalkboard, wheeled table or cart, etc.

3. Prepare colorful, attractive bulletin boards.

   a. Start early; it takes longer than what you expect.
   b. Most schools have rolls of scalloped corrugated paper for boarders as well as pin-tack plastic letters. Inquire.
   c. Make bulletin boards functional, not merely decorative, i.e., they should pertain to material to be covered the first week or two.
   d. Consider a theme or color scheme for a month, e.g., Winnie the Pooh, Sesame Street, or Knights of the Round Table themes or orange-yellow-red-brown color scheme.
   e. A birthday chart, with pupils' names listed appropriately.
   f. Consider decorating one bulletin board or wall space with only a border and title on which pupils' work can be immediately displayed.
   g. Someplace, either in hall besides door or on bulletin board or wall space, have a display including each child's name, e.g., "A Bunch of Good Apples" with each child's name written on an apple.

4. Display any pertinent pictures, posters, charts, and maps.

5. Consider a plant or two and possibly even an aquarium (if you know enough about tropical fish to adequately care for them).

6. Don't limit displays merely to bulletin boards. Consider other areas, too: (1) cupboard and closet doors, (2) above sink, (3) inside of door to hallway.

7. Obtain several stationery boxes or in-out baskets for pupils' assignments. Consider covering with contact paper.

8. Prepare name tags.

   a. Make name tags for each child. Have them wear them in room (but not recess where they may get torn) the first week.
   b. Desk tags can be handled two ways.
      (1) Many teachers recommend having name tags on desks when pupils arrive the first day. If you do this, then also make a seating chart.
      (2) Some teachers like to have pupils make their own desk tags the first day. This can serve as a printing lesson.
   c. Affix name tag so you can easily read it.
   d. Put bus number on tag if child rides a bus.
   e. Also make name tags for pupil lockers, cubby holes, coat hangers, etc., if you have these in your room.

IV. PROCEDURES AND ROUTINES

A. Discipline, Control, and Management

1. Formulate a few concise rules for expected behavior in your classroom. Don't assume pupils know what you expect.

   a. Choose only ones you "can't live without" and are willing to enforce consistently.
   b. State them positively.
      Listen attentively.
      Raise your hand and wait to be recognized to talk.
      Walk in school.
   c. Consider writing these on a poster for display and discussion the first day of school.

2. Formulate the specific consequences for failure to follow a rule.

   a. Include only those you are willing to implement consistently with all children.
   b. Include one initial warning.
   c. Have a series of consequences, bad to worse, and not just a single consequence.
   d. Consult experienced teachers and/or principal.
   e. Display them along with rules for behavior.

3. Formulate some ways to positively reinforce good behavior.

   a. Have some reinforcers such as stickers, awards, or note to parents, for both individuals and the whole class.
   b. Consult other teachers for ideas but don't use things costing significant amounts of money.
   c. Set goals or standards and what will happen when these are followed or met.

B. Routines and Procedures

1. Plan some organizational method for handling pupils' papers.

   a. Have baskets, folders, mailboxes, or large envelopes ready for pupils' papers.
      Half-gallon milk cartons can be stapled together or gallon cans can be stacked within a wooden frame or super-glued together.

2. Formulate a tentative grading system for each subject after checking district report card system.

   a. Talk with other teachers.
   b. Decide what will be graded--all daily work or only tests. In areas such as handwriting, spelling, and written composition, decide whether work in other curricular areas (reading, science, social studies) be evaluated or only work done specifically in those particular assignments.
   c. Decide how and when to communicate your system to the pupils.
   d. Decide whether you need to communicate it to the home.

3. Formulate several routines for each of the following:

   a. Lining up for leaving room at lunch, recess, dismissal. Use ways in addition to (1) pupil gender or (2) which row is quiet/ready first.
   b. Distributing, turning in, and picking up assignments.
   c. Sharpening pencils.
   d. Using bathroom.
   e. Name and date on assignments.
   f. Lunch count.
   g. Recording assignments given and when due.

4. Determine whether you want pupil helpers, what tasks pupils can be responsible for, how you will determine helpers, and for how long a pupil will hold a particular job. Have chart ready on first day. Consider these tasks:

   a. Mid-morning milk.
   b. Flag salute.
   c. Playground equipment.
   d. Messenger.
   e. Classroom lights.
   f. Line leaders.
   g. Pencil sharpener.
   h. Classroom calendar.
   i. Classroom librarian.
   j. Paper passer.
   k. Restroom monitor.
   l. Chalkboard eraser.
   m. Windows and blinds.
   n. Plants.
   o. Lunch count.

C. Class Lists/Rosters

1. Prepare a blank class roster, names on left and columns on the right. Reproduce numerous copies to use for:

   a. Recording assignments.
   b. Book orders.
   c. Picture money.
   d. Field trip permission slips.
   e. Classroom jobs.
   f. Skills mastered.

2. Consider writing girls' names in one color, boys' in another as some school reports require names listed separately by sex.

3. Don't record names and other information in grade book for at least one full week because some changing of pupils from room to room may occur or pupils may enter school several days late.

4. Consider a file card for each child with basic data on it such as name, address, phone, birthdate, and WHICH BUS THEY RIDE (so there's no mix-ups the first several days).

D. Communicating with Home and Pupils

1. Consider sending a note or a letter either to home or to pupils or phoning them.

   a. Letters to the home might include:
      (1) Something about your background.
      (2) Some ideas you plan for the year.
      (3) Your grading system.

(4) An open invitation for them to visit your classroom.
(5) Your sincere desire for good school-home communication throughout the year.
(6) An invitation for parents to share their information or skills with your pupils when and if appropriate.
(7) Your policy on homework.
(8) A suggestion or two on how the home can help their children with school work.
(9) Supplies needed.
(10) Special school dates.

Caution: Don't overwhelm the parents; keep the letter brief. Don't include information that is readily available elsewhere (local newspaper, school policy handbook, school newsletter); make you letter specific to your room.

b. Notes or postcards to pupils might mention:
(1) A personal and positive welcome.
(2) Something they'll be studying to share the first of the year.
(3) Bringing something special to share the first day or so of class.

c. If stamps are too expensive, consider substituting a phone call.

d. Some teachers feel a home visit is valuable, particularly in kindergarten and grade 1.

e. Consider a progress report to be sent home regularly (weekly?) the first several weeks of school.
(1) Could be merely a praise for good work. Consider giving one to each pupil for some positive accomplishment, no matter how small.
(2) Might be more of a brief checklist of work habits or level or accomplishments. Could include a line for parental signature and have form returned the following school day.

E. Folder for Substitute Teacher

1. Start a folder for a substitute teacher. Include at least the following:

a. Daily schedule including special teachers (art, music, P.E., library, etc.).
b. Names of pupils who leave room to go to special teachers (LD, instrumental music, speech therapy) and when they should leave and return.
c. Seating chart or class roster with comments about pupils with special needs--hearing loss, limited English, epilepsy, allergies.

2. Consider including several appropriate spirit masters that could be reproduced quickly and used for seatwork.

F. Celebrations

1. Consider a birthday poster of some kind. It could be a "birthday train" with each car a month, a flower with a petal for each month, etc. Celebrate summer birthdays in one of these ways:

   a. In May.
   b. In a month when there are no birthdays.
   c. In a month of their choice.

2. Make or buy a birthday card or birthday-gram for each child. File so it's ready on child's birthday. All pupils in room could sign it.

3. Plan how you want to celebrate birthdays.

   a. Consult school handbook on party policies, including refreshments.
   b. Determine whether you want to present each child with a small gift like a pencil or bookmark.
   c. Determine whether you want to give special privileges such as first line, gets to choose a song or activity, etc.
   d. Determine whether for primary grade pupils you want a decorated "birthday chair," a paper crown, a lighted candle.
   e. Decide how and when to sing "Happy Birthday."

4. Many primary grade teachers have a "Lost Tooth Club" but many other teachers question whether this is wise and desirable. They feel that it discriminates against children who are late maturing and won't lose teeth until next year or over the summer. These children may feel bad about something over which they have no control. Similarly, it may honor others for no real reason.

V. PREPARATION AND PLANNING

A. Organizing Material

1. Instructional Materials

   a. Determine what school has in the way of the following that you may use:
      (1) Extra workbooks.
      (2) Commercially prepared spirit masters (for seatwork activities).
      (3) No longer used textbooks.
      (4) Idea/activity books.
   b. Determine if school has school supply catalogs. (Most do.) Find whether you have any discretionary money with which to purchase needed material such as spirit masters, bulletin board materials, etc.
   c. Advertisements in recent issues of Learning and/or Instructor magazines can also provide ideas.
   d. Ask fellow teachers for recommendations of supplementary material they've found useful.
   e. Check local library for books or magazines appropriate for your pupils that will go with your units of study the first several weeks.
   f. Garage sales are often inexpensive sources for paperback books if you need any of these.
   g. Examine teacher's manuals and note worksheets, games, devices, or other suggested learning activities for first several weeks. Make appropriate ones.
   h. Construct any learning centers you plan to use the first several weeks.

2. Supplementary Materials

   a. File folders for district and school materials.
      (1) Policy handbook.
      (2) Communications from principal, superintendent and other supervisors.
      (3) Communications from professional organizations such as NEA.
   b. Boxes for curricular areas or months.
      (1) Pre-made bulletin boards.
      (2) Games and devices.
      (3) Visual aids (pictures, illustrations).
      (4) Sample art projects.
      (5) Seatwork sheets.
      (6) Ideas for activities.
      (7) Charts, maps, graphs.
      (8) Playground games.
      (9) "Indoor recess" games.
      (10) Party games.
   c. File Folders for instructional material.
      (1) One for each chapter, topic, or unit.
         a. Seatwork sheets.
         b. List of available resources, ideas.
      (2) Consider "daily" seatwork folders, i.e., one for Monday, etc.
   d. Notebooks or binders are handy for keeping list of skills taught in reading and/or math.

3. "Junk"--collect and save everything. Almost any king of "junk" can be used creatively and educationally.

   a. Sample wallpaper books.
   b. Styrofoam egg cartons.
   c. Styrofoam meat containers.
   d. Pringle cans.
   e. Toilet issue cores.
   f. Paper towel cores.
   g. Carpet squares.
   h. Rags and fabric scraps.
   i. Computer paper.
   j. Blank newsprint from local newspaper or printer.
   k. Aluminum TV dinner trays, and pie pans.
   l. Banners or signs from grocery store display material for bulletin boards.
   m. Old magazines, particularly ones with big pictures, photos or colorful ads.
   n. Large cartons: TV, refrigerator, stove.
   o. File cards written on only one side.
   p. Baby food jars for paint (to put in easel trays).
   q. Christmas and other holiday greeting cards.
   r. Milk cartons of all sizes.

B. Plans and Schedules

1. Long-Range Planning

   a. Before school begins, acquaint yourself with the topics you'll cover during the year in each subject, particularly social studies and science.
   b. Make a rough schedule for the year for each curricular area, particularly social studies and science.

   A sample plan for 2nd grade social studies is shown below.

Unit 1 - "Who Am I?"*

August 30
September 1
September 3 - Get acquainted; self-collage
September 6 - Labor Day; no school
September 8
September 10 - "Who Are You?"
September 13
September 15
September 17 - "How Am I Unique?"
September 20 - "My Voice"
September 22
September 24 - "My Feelings"
September 27
September 29 - "I Look..."
October 1
October 4 - "I Am..."
October 6
October 8
October 11 - "Sanford's..."

October 13 - "My Needs"
October 15 - "Safety"
October 18 } - "Believe"
October 20 }
October 22 - Columbus Day*
October 25 - "Love"
October 27 - "Know"
October 29 - Halloween**

*9 weeks; 21 teaching days in unit--Monday, Wednesday, Friday
**Will study Columbus and Halloween, rather than the assigned topic.

c. In drawing up this rough schedule, consider the following.
   (1) Visit with other grade level teachers for their suggestions.
   (2) If it makes no difference where in year the topic comes, put the topics you consider most important or "teachable" early enough in the year that you won't omit or slight them late in the semester or the year. Note that sometimes topics are sequential (build upon previous ones) or are more appropriate for "older" (end-of-the-year) children than for "younger" (beginning-of-the-year) ones.
   (3) To the extent possible, make schedules conform to the school calendar. Take into considerations:
      a. Grading periods.
      b. Holidays, vacations, and breaks.
      c. In-service days.
   (4) Knowing what children have studied in each curricular area the previous grade should help you determine how much time to spend on units/topics and possibly even how to teach them. Therefore, example the curriculum for the previous grade to see how it might effect your long-range schedule.

d. For each curricular area, consider stating several goals you hope to accomplish during the year as well as the content you will teach. Then as you devise your calendar, you may want to try to match these goals either to content or to instructional approaches.

e. It is important not to "overschedule" yourself. Leave some time for the following:
   (1) Review near the end of a unit/chapter.
   (2) Re-instruction following a unit/chapter in case skills.
   (3) Unexpected occurrences such as school closing because of snow.

f. For each major topic, start a list of several possible learning experiences/activities:
   (1) Field trips.
   (2) Resource people.
   (3) Media.
   (4) Games.
   (5) Assignments.
   (6) Bulletin boards.
   (7) Learning centers.
   (8) Special books.

   This is particularly important for the second set of units/topics that you will teach so that you can begin preparing for them and not get caught in the "weekend-before-a-new-unit" rush.

g. For each curricular area, draw up a "skeleton plan" covering the first several weeks of school. Include more details than in your yearly calendar but fewer than needed for lesson plans.

A sample month-long plan for a three-group reading arrangement is shown on the next page.

SAMPLE LONG-RANGE SKELETON* PLAN IN READING

Group	1 2 3 4 5	8 9 10 11 12	15 16 17 18 19	22 23 24 25 26	29 30 1 2 3
"Eagles" Step Right Up Section 2	"The Big Day" "Baby in Clock" Workbook 32-36 Extension: making own maps	"Patsy & the C.B." Workbook 37-38 Skill lessons: sequence directions Creative writing: "An Emergency"	"Amy's Family" "Children's Garden" Workbook 39-44 Skill lessons: root words realism/fantasy Enrichment: planting bean seeds	"Mandy's Grandmother Workbook 45-48 Skill lessons: context-clues syllabication	"Little Boy's Secret" "The Queen Who..." Workbook 49-51 Skill lessons: prefixes Enrichment: dramatize "LBS"
"Robins" Ride a Rainbow Section 2	"Jack & Beanstalk" Workbook 27-29 Skills lessons: oo sounds guide words Extension: dramatize "JAB"	"String Beans" "Mariko Goes to Camp" Workbook 30-35 Skills lessons: cause-effect ou-ow words Enrichment: planting bean seeds	"Pollution" Workbook 36-37 Skills lessons: bar graphs Enrichment: making own bar graphs	"Well?" "Spring Whispers" Workbook 38-42 Skill lessons: root words vocabulary Enrichment: seasonal poems	"Which One is Mine?" "Paper Animals" Workbook 43-48 Skills lessons: glossary syllabication Enrichment: puppet show of " "HOIM"
"Mud Hens" Hootenany Section 2	"Visit to Dairy Farm" Workbook 47-49 Skills lessons: r-controlled vowels cause-effect Extension farm collage	"Magic Glasses" "Eddie..." Workbook 50-55 Skills lessons: main ideas compound words Enrichment: chart "What We Read"	"The Bed Just So" "Grandpa..." Workbook 56-61 Skills lessons: silent letters multi meaning words Extension choral reading of "Bed Just So"	"Jobs With Dogs" Workbook 62-64 Skills lessons: understanding motives suffixes ful & ly Enrichment: oral reports on dogs	"Kate's Swimming..." "Carrots..." Workbook 65-69 Skills lessons: context clues reading a map

*A "Skelton" plan is a brief overview of intended accomplishments. It is general, flexible, and a guide but not a pledge or a commitment.

2. Daily schedule--make out tentative daily and weekly schedules.

   a. Use graph paper so proportion and balance are evident.
   b. Include special teachers and activities like P.E., music, art and library.
   c. Include time for clean-up, coats, etc., at noon and end of day.
   d. Include regular time, possibly daily, for individual instruction and assistance.
   e. If some pupils leave before others ("bus pupils"), plan what to do after they leave.
   f. Post conspicuously in room.

3. Preparation for the First Few Days/Weeks

   a. Ahead of time, prepare some activities to be used when plans don't take as long as expected, when the weather is too severe and a change of plans is necessary, when the music teacher is three minutes late, children finish early, or at the end of the day.

      (1) Puzzles.
      (2) Seatwork pages.
      (3) Educational games.
      (4) Fingerplays (K-1).
      (5) Choral readings.
      (6) Crossword puzzles.
      (7) Discussion questions.
      (8) Creative writing.
      (9) Stories and poems to read aloud.
      (10) Fun art activities.
      (11) Riddles.
      (12) Word searches.
      (13) Brain stretches.
      (14) Strange-but-true facts.

      Put in a folder, a desk top file box, and/or a small box.

   b. Consider preparing one or more learning centers if you believe you can incorporate it/them into your organizational/instructional scheme. These are excellent both for basic instruction and for times when work is finished early.

      However, most experienced teachers recommend NOT using them the first week or so until you have control of and can manage the class.

      Most schools have professional libraries that will have books with ideas for learning centers. Or contact an experienced teacher.

C. Pupil Assessment

1. Prepare some procedures to help you tentatively determine at which level pupils are working, particularly in skill areas such as:

   (1) Math
   (2) Reading
   (3) Spelling
   (4) Composition
   (5) Listening
   (6) Handwriting

   You can use any of the following procedures that are appropriate:

   a. Pre-tests.
   b. Review lessons.
   c. Worksheets.
   d. Oral activities.

2. Prepare some kind of checklist so you can quickly record some basic information revealed by your evaluation.

   a. Keep it simple for initial information.

Spelling			
	Top 1/3	Middle 1/3	Low 1/3
Andrea		✓	
Bryan	✓		
Cathy			✓

   b. Don't form permanent opinions of pupils based upon this initial data. Keep an open mind.